

# Data-Driven Governance

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# Data-Driven Governance

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## Goals for this Session

- Quick refresher on data-driven instruction.
- Learn key principles of data-driven governance, with focus on measurement of critical outcomes.
- Appreciate the thorny issues around data-driven governance.
- Share a template tool for your customization.

# Data-Driven Instruction

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## Education Reform Context for Data-Driven Instruction

1980s	1990s	2000s	2010s
A Nation at Risk	Charter Schools	No Child Left Behind	Race to the Top
<ul style="list-style-type: none"> <li>• “Rising tide of mediocrity”</li> <li>• Focus on:               <ul style="list-style-type: none"> <li>• Content</li> <li>• Standards</li> <li>• Time</li> <li>• Teaching</li> <li>• Fiscal support</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• School choice</li> <li>• Autonomy</li> <li>• Accountability</li> </ul>	<ul style="list-style-type: none"> <li>• Title I</li> <li>• AYP - Adequate Yearly Progress               <ul style="list-style-type: none"> <li>• AMO</li> <li>• Safe harbor</li> <li>• Subgroups</li> </ul> </li> <li>• HQT – Highly Qualified Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Great Teachers and Leaders</li> <li>• Common Core Standards &amp; Assessments</li> <li>• Data Systems to Support Instruction</li> <li>• Charters and Turnarounds</li> </ul>

# Data-Driven Instruction

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*What is “data-driven instruction”?*

# Data-Driven Instruction

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*What is “data-driven instruction”?*

*Data-driven instruction is the philosophy that schools should constantly focus on one simple question: are our students learning?*

*Using data-based methods, these schools break from the traditional emphasis on what teachers ostensibly taught in favor of clear-eyed, fact-based focus on what students actually learned.*

*-- Paul Bambrick, Driven By Data*

# Data Driven Instruction

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## Bambrick Key Principles

- *Assessment*: Create rigorous interim assessments that provide meaningful data.
- *Analysis*: Examine the results of assessments to identify the causes of both strengths and shortcomings.
- *Action*: Teach effectively what students most need to learn.
- *Culture*: Create an environment in which data-driven instruction can survive and thrive.

# Data-Driven Governance

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*What is the ideal data system to inform instruction?*

# Data-Driven Instruction

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*What is the ideal data system to inform instruction?*

Data warehouse or reporting tool with 360 degree, longitudinal data for each student on each standard in real time.

*Who has this system?*



# Data-Driven Governance

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## Charter School Context for Data-Driven Governance

1990s	2000s	2010s
<ul style="list-style-type: none"><li>• “Let a thousand flowers bloom”</li><li>• Birth of EMOs and CMOs</li></ul>	<ul style="list-style-type: none"><li>• NACSA – standards of authorizing</li><li>• Increasing emphasis on quality</li></ul>	<ul style="list-style-type: none"><li>• Data</li><li>• Regulation</li><li>• Monitoring</li></ul>

# Data-Driven Governance

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*What is “data-driven governance”?*

*Data-driven governance is the philosophy that charter school boards should constantly focus not on inputs or intentions or efforts to create a great school, but on outcomes that measure student learning, financial sustainability, organizational compliance.*

*Using authorizer specific rubrics, these boards break from the traditional emphasis on programs and policies in favor of clear-eyed, fact-based focus on what goals their schools need to achieve.*

*-- Joe Keeney*

# Data-Driven Governance

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#1 Principle:

*FOCUS NOT ON INPUTS,  
BUT ON OUTCOMES!*

# Data-Driven Governance

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#1 Principle:

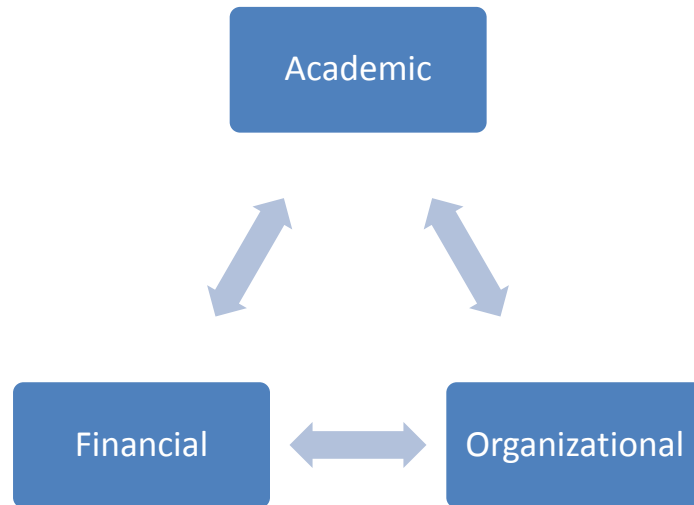
*FOCUS NOT ON INPUTS,  
BUT ON OUTCOMES!*

Whose job are the inputs?

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## #2 Principle: Measure Outcomes in Three Domains



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## #3 Principle: Create and Sustain a Data Culture

- Start with Student Information System.
- Implement an interim assessment system.
- Data: transparency but not evaluation.
- Attitude: Common Core and PARRC.
- Sustain it.

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## #4 Principle: Measure Against Goals

- Charter application goals?
- Authorizer-specific goals.
  - Charter Performance Compact.
  - OPSB Performance Framework.
- Know what it takes to be a B or an A.
- Anticipate renewal starting in year 2.
- Calendar discussion to avoid TMI.

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## Key Principles - Recap

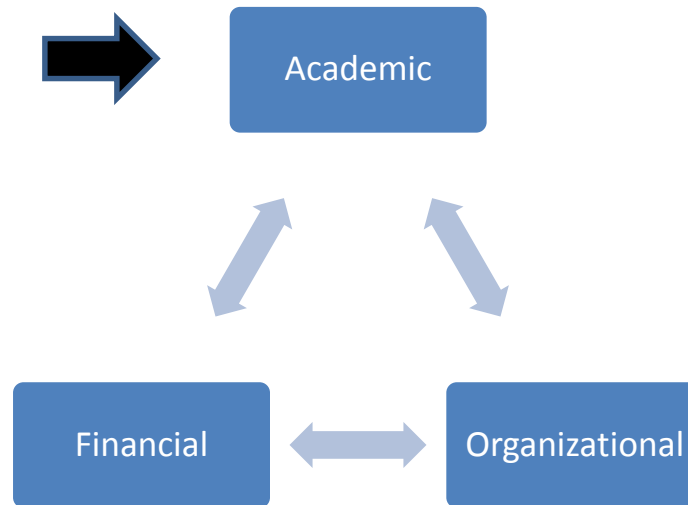
- Focus not on inputs, but on outcomes.
- Three domains: academic, financial, organizational
- Create and sustain a data culture.
- Measure against goals.



# Data-Driven Governance

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## Academic Domain



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## Academic Domain – LA Report Card/SPS

K-8	High School
<ul style="list-style-type: none"><li>• K-5 – 100% testing performance (academic index)</li><li>• Progress points possible</li><li>• K-8, 7-8 – 95% testing performance, 5% credit accumulation in 9<sup>th</sup> grade</li></ul>	<ul style="list-style-type: none"><li>• 25% EOC – 6 subjects</li><li>• 25% ACT</li><li>• 25% cohort graduation rate</li><li>• 25% graduation index (note: most points here)</li></ul>

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## Academic Domain – OPSB Framework

Academic Performance Framework		Standard	Rating
*Modified Standard -- School in Initial Charter Term	1a. State Accountability	73.0	70* M
	2a. School-Specific Goal		n/a n/a
	3a. Student Growth		n/a n/a
	3b. Subgroup Performance		State Average M
	4a. ELA Goals		Citywide Average M
	4a. Math Goals		Citywide Average M

# Data-Driven Governance

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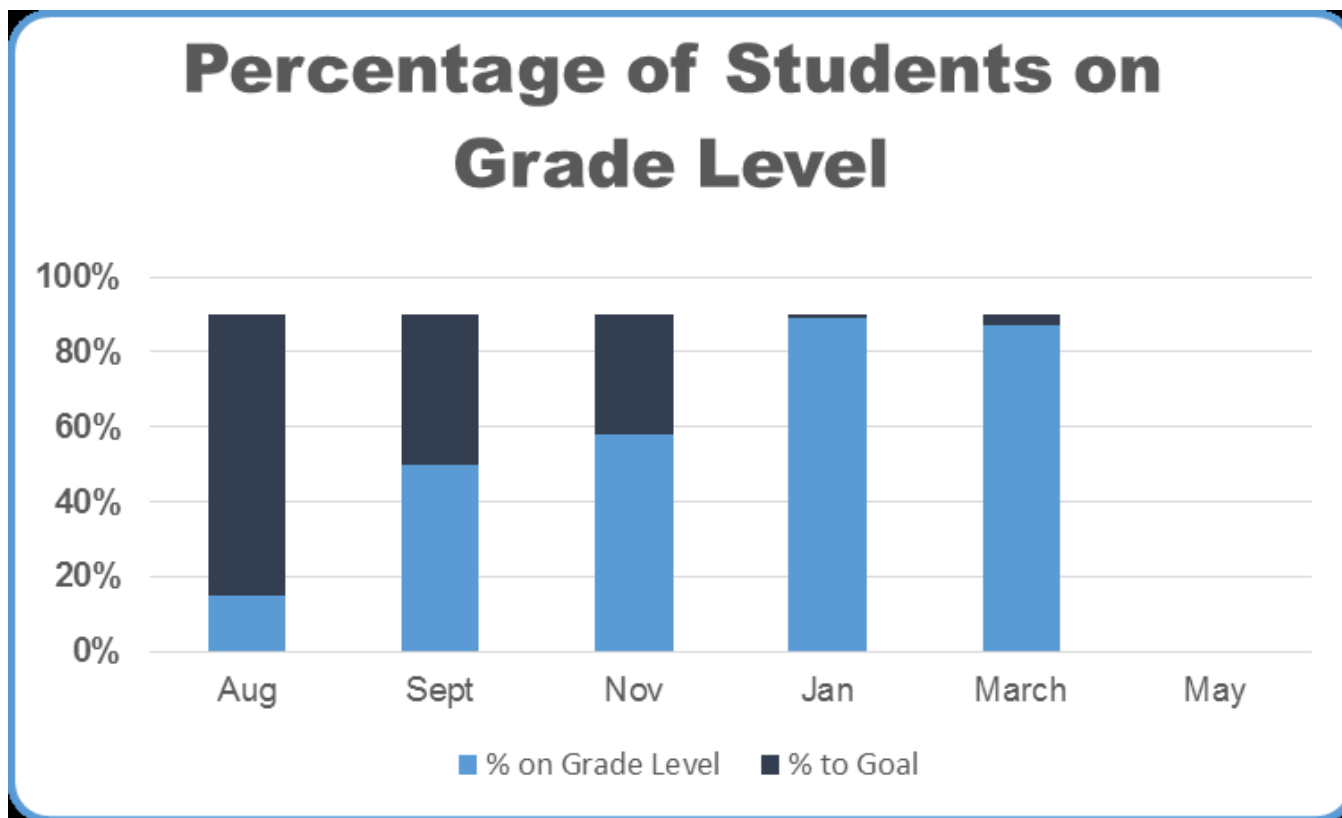
Academic Domain – SPS is a summative measure, what should a board measure on an interim basis?

- Assessment platforms – examples:
  - Achievement Network
  - LinkIt!
  - Scantron
  - STEP (Univ. of Chicago)
  - SchoolNet
- Data cycles.
- Your SPS should not be surprised by your SPS!

# Data-Driven Governance

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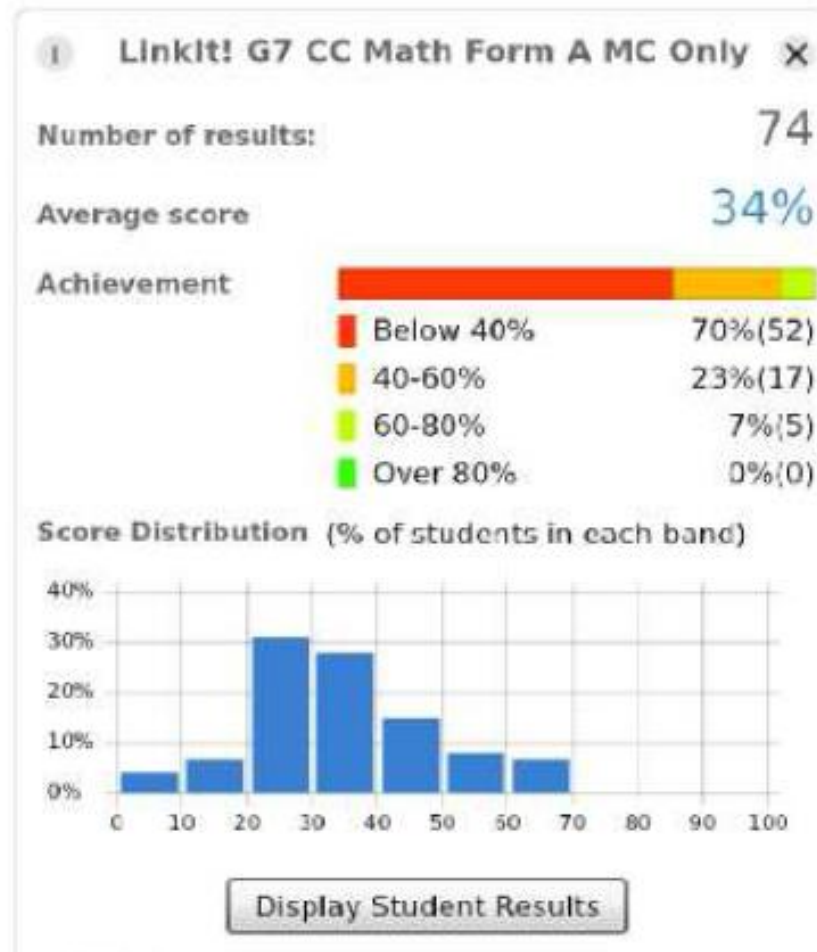
## Academic Domain – Interim Assessment Dashboard Example



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## Academic Domain – Interim Assessment Dashboard Example



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## Academic Domain – Committee level drilldown example

Course: Geometry Class Name: Math Essentials 03		LEAP					End-of-Course (EOC)		LinkIt! Benchmark
Student Name	2010	2011	2012	2013	2014	2014	2015	Form A 2015-2016	
K							726	44%	
D								42%	
L			308	337	358		734	39%	
K								36%	
G	248	243	211	344		646	624	36%	
P							708	33%	
D								33%	
D							726	33%	
D								33%	
J							746	33%	
A	320	254	286	313	344		703	28%	
D				286	339		655	28%	
T							660	28%	
A					244		672	25%	
R	302	315	271	302	363		693	25%	
K								25%	
T								25%	
A							703	22%	
K								22%	
J								22%	
N								19%	
N								8%	
L						631		3%	
Class Average								28%	
School Average								28%	
District Average								26%	

**LEAP Proficiency Levels:**

Advanced
Mastery
Basic
Approaching Basic
Unsatisfactory

**EOC Proficiency Levels:**

Excellent
Good
Fair
Needs Improvement

Quartile Distribution

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## Academic Domain – Committee level drilldown example

### Item Analysis

Class Data: MATHEMATICS; 7TH AND 8TH GRADES DEPT. 72 (2015-2016) (V [REDACTED])  
Test Name: LinkIt! G7 CC Math Form A MC Only

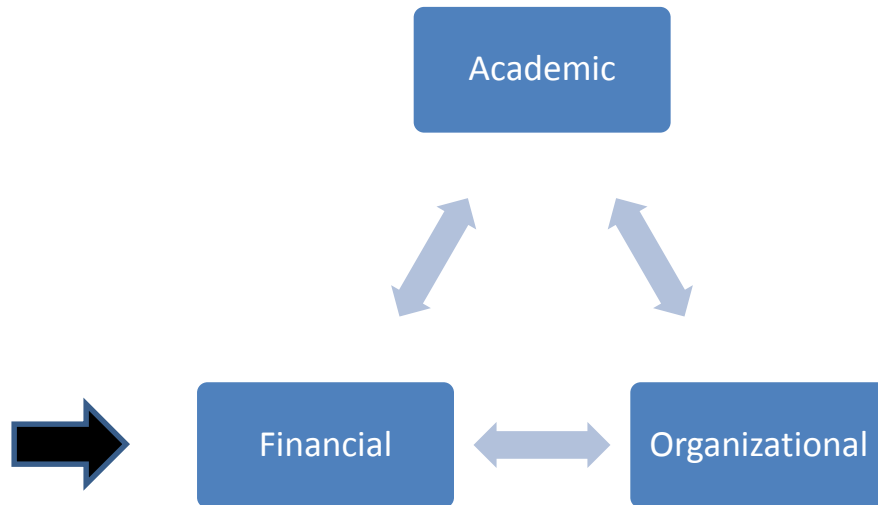
Standards		<i>In Questions</i>	<i>Avg. Score</i>
7.EE.A.1	Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.	21, 23, 24, 25	29%
7.EE.A.2	Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related.	26, 34, 35	23%
7.EE.B.3	Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; c	27, 28, 29, 30	24%



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## Financial Domain



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## Finance Domain – LDE Performance Compact

Financial Performance Score Indicators				
Indicators:	Potential Points:	Full Credit	Partial Credit	No Credit
Fund Balance	Full Credit – 30 points Partial Credit – 15 points No Credit – 0 points	Y1: >2% Y2: >3% Y3: >4% Y4: >5% Y5: >6% +Y5: >7.5%	Y1: 1-2% Y2: 1.5-3% Y3: 2-4% Y4: 2.5-5% Y5: 3-6% +Y5: 3.75-7.5%	Y1: <1% Y2: <1.5% Y3: <2% Y4: <2.5% Y5: <3% +Y5: <3.75%
Audit Findings	Full Credit – 30 points Partial Credit – 15 points No Credit – 0 points	Unqualified audit with no findings	Unqualified audit with no recurring or material findings	Unqualified audit with recurring or material findings Qualified audit
Debt to Assets Ratio	Full Credit – 20 points No Credit – 0 points	<0.9	N/A	>0.9
Timely Reporting	Full Credit – 20 points Partial Credit – 15 points Partial Credit – 10 points	All quarterly reports, AFR, and audit submitted timely	1 late – 15 points 2 late – 10 points	3-5 late

# Data-Driven Governance

## Finance Domain – OPSB Charter School Performance Framework

Financial Performance Framework			Standard	Rating
NOTE: Modified standard for based on demonstrated commitment to meeting benchmarks by end of initial charter term	1a. Current Ratio	2.13	1.1 or 1.0+trend	M
	1b. Unrestricted Days Cash	54.27	60 days or 30-60+trend	M
	1c. Enrollment Variance	107.43%	>95%	M
	1d. Default	No	N	M
	2a. Total Margin	12.13%	pos 1 & 3 yr trend	M
	2b. Debt to Asset Ratio	0.30	>.90	M
	2c. Cash Flow	\$ 115,840.00	pos+ flow	M
	2d. Debt Service Coverage Ratio	0.00	>= 1.1	M
	2e. Unrestricted Net Asset %	20.57%	25%	P

# Data-Driven Governance

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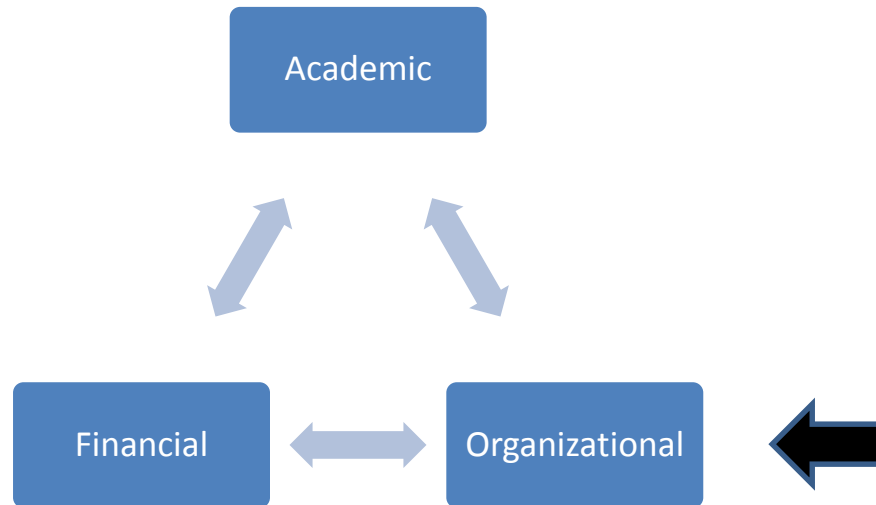
## Finance Domain – S&P Bond Rating Indicators (2014)

Median Charter School Ratios				
	BBB+/BBB	BBB-	BB+	BB/BB-
No. of schools	26	110	55	49
Enrollment	1962	771	1014	1105
EBIDA margin (%)	15.9	16.7	16.2	10.4
Excess margin (%)	4.5	3.3	4.8	1.8
Lease adjusted annual debt service coverage (x)	1.7	1.5	1.4	1.3
MADS (\$000)	2,194	994	1,309	1,368
Lease adjusted MADS coverage (x)	1.5	1.4	1.2	1.1
Lease adjusted MADS as a percent of state aid (%)	13.7	15.5	18.5	17.4
Lease adjusted MADS debt burden(%)	11.1	13.4	15.9	13.8
Unrestricted days' cash on hand	134	111	74	47
Unrestricted cash to debt (%)	35.9	18.1	11.6	6.7
Unreserved net assets as a percent of operating expenses (%)	36.2	28.2	19.4	13

# Data-Driven Governance

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## Organizational Domain



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## Organizational Domain – LDE Performance Compact

III. Organizational Performance Framework – Organizational Performance Score			
Rating	Score	Components	
Meets Expectations	80 - 100	Key Indicator	Points Possible
Approaches Expectations	60 - 79	Enrollment	20
Fails to Meet Expectations	0 - 59	Facilities	12
<p>All schools start with the full amount of points and assure that they follow these policies and procedures.</p> <p>A school only loses points when more than 1 Notice of Concern is issued or a Notice of Breach is issued.</p>		Special Education	28
		Governance	20
		Discipline	8
		Health and Safety	12
		<b>TOTAL</b>	<b>100</b>
		<p><b>Critical Indicators:</b> Boxes highlighted below in yellow represent, high priority indicators. Non-compliance in one of these items triggers an automatic Notice of Breach.</p>	

# Data-Driven Governance

## Organizational Domain – OPSB Charter School Performance Framework

Organizational Performance Framework		Standard	Rating
1a. Charter Terms			M
1b. Compliance with Ed Reqs			M
1c. Students w Disabilities Rights			M
1d. ELL Rights			M
2a. Fin Reporting and Compliance Reqs			M
2b. Accounting Principles			M
3a. Governance Reqs			M
3b. Accountability of Mgmt			M
3c. Reporting Reqs			M
4a. Rights of Students			M
4b. Attendance			M
4c. Student Population Stability	58%	75%	M
4d. Info from Parents and Guardians			
4e. Teacher and Staff Credentials			M
4f. Employee Rights			M
4g. Background Checks			M
5a. Facilities and Transportation			M
5b. Health and Safety			M
5c. Information Handling			M
6a. Other Obligations: EnrollNOLA/OneApp			M
6a. Other Obligations			n/a

# Data-Driven Governance

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## Other Important Measures

- Teacher attendance
- Teacher attrition
- College attendance
- College persistence
- Stakeholder satisfaction
  - Parents
  - Teachers
  - Students



# Data-Driven Governance

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## Other Important Measures – possible goals

- Teacher attendance (goal 100%?)
- Teacher attrition (goal < 20%?)
- College attendance (goal 95%?)
- College persistence (goal 80%?)
- Stakeholder satisfaction (goal 85% A or B?)
  - Parents
  - Teachers
  - Students





# Data-Driven Governance

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## Thorny Governance Issues

- Can a great board make a school good?
- Can an ineffective board make a school bad?
- TMI: too much information leads to micro-management role of committees.
- Who owns/prepares?
  - Ease of use – Dropbox or Google docs.
  - Executive Director/CEO vs. Principal.
- Renewal rubrics and politics.

# Data-Driven Governance – Calendar Example

FOCUS	academics & attrition	college attainment	people model	Financial model
Quarter	1Q14	2Q14	3Q14	4Q14
Questions Boards Can Ask	<ul style="list-style-type: none"> <li>✓ <i>Are we outperforming district and state?</i></li> <li>✓ <i>Are our kids making the level of academic growth they need to be college ready?</i></li> <li>✓ <i>What percentage of our students are college ready?</i></li> </ul>	<ul style="list-style-type: none"> <li>✓ <i>Are our alumni graduating high school?</i></li> <li>✓ <i>Matriculating to college and matching well?</i></li> <li>✓ <i>Persisting in college?</i></li> <li>✓ <i>Do we have a multi-year, strategic plan that will enable us to effectively scale as our alumni mature and grow in number?</i></li> </ul>	<ul style="list-style-type: none"> <li>✓ <i>How are we prioritizing talent?</i></li> <li>✓ <i>How are we ensuring we have a sustainable people model from teachers to regional leaders?</i></li> <li>✓ <i>Do our key leaders have succession plans?</i></li> <li>✓ <i>Who is going to lead our next schools?</i></li> </ul>	<ul style="list-style-type: none"> <li>✓ <i>Is our budget aligned with our core mission?</i></li> <li>✓ <i>Are we operating within our means and growing our reserve?</i></li> <li>✓ <i>Is our reliance on philanthropic resources sustainable?</i></li> <li>✓ <i>Can we cover short-term obligations and manage long-term debt?</i></li> </ul>
<b>Data to review</b>				
Student 	<ul style="list-style-type: none"> <li>• Projected student enrollment/ demographics</li> </ul>	<ul style="list-style-type: none"> <li>• High school matriculation/ graduation data</li> </ul>	<ul style="list-style-type: none"> <li>• Attrition trends</li> </ul>	<ul style="list-style-type: none"> <li>• College matriculation/ persistence/ graduation</li> </ul>
Academic 	<ul style="list-style-type: none"> <li>• FY14 student achievement data</li> </ul>	<ul style="list-style-type: none"> <li>• SAT/ACT, AP Data</li> </ul>	<ul style="list-style-type: none"> <li>• 1st semester academic results</li> </ul>	<ul style="list-style-type: none"> <li>• Winter assessment results</li> </ul>
Staff 	<ul style="list-style-type: none"> <li>• staff retention/ satisfaction data</li> </ul>	<ul style="list-style-type: none"> <li>• board and personnel policies</li> </ul>	<ul style="list-style-type: none"> <li>• Regional Talent Review update</li> </ul>	<ul style="list-style-type: none"> <li>• Staff/parent survey data</li> <li>• Projected retention/ hiring needs</li> </ul>
Financial 	<ul style="list-style-type: none"> <li>• FY15 financials</li> </ul>	<ul style="list-style-type: none"> <li>• 1Q financials</li> <li>• FY15 audited financials</li> </ul>	<ul style="list-style-type: none"> <li>• Q2 financials</li> </ul>	<ul style="list-style-type: none"> <li>• Review Q3 financials</li> <li>• budget review and approval</li> </ul>

Source: Susannah Staats, KIPP Foundation.

# Data-Driven Governance

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## Discussion of Template Tool

Note: Tool is not a “dashboard” – for best practices on dashboards see NCSC presentation [Paradise by the Dashboard Light](#) by Simmons Lettre of Charter Board Partners and Susannah Staats of KIPP Foundation from the 2015 National Charter Schools Conference.

Thank you!

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Thank you!

Joe Keeney

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Presentation will be uploaded to

[www.charterschooltools.org](http://www.charterschooltools.org)